

TEL Broadcast Goals

- Provide an overview for interpreters -- what's involved in interpretive media planning and development -- the components, the complexity, the skills sets, and the interpretive potential
- Focus on identifying, planning for, and developing the *interpretive* elements of media
- Explore a “meanings-based” approach to media development – based on the principles in Module 101 of the IDP curriculum (Fulfilling the NPS Mission) and the IDP peer review standard for interpretive media
- Provide ideas, tools, resources and references that will ultimately help interpreters to develop better in-house media, be able to work effectively with HFC and contract media specialists, and be able to serve effectively on a media project team

Project Definition and Planning

Needs, Outcomes and Expectations

- Describe the interpretive need for this media project.
- What are the desired outcomes for this project?
 - Outcome(s) for park visitors?
 - Outcome(s) for park resources?
- What are the connections of this project to park planning documents, legislation, and/or guidelines?
- How will this media project support/accomplish park objectives and GPRA goals?



Project Definition and Planning

Needs, Outcomes and Expectations

- How/where does the park envision this media product would be used and why?
- Is the medium predetermined or is there flexibility in selecting a medium to best meet the interpretive need?
- Why develop a media product for this interpretive need at this particular time?
- Are park partners/cooperators or other outside interests involved and how?



Project Definition and Planning

Audience

- Who are the intended audiences?
- What are their ages, primary languages, literacy patterns, and group types?
- What are their motivations for coming to the site?
- Are there cultural differences to consider?
- What knowledge or expectations are they likely to have when they arrive at the site?
- What meanings might they associate with the site?



Project Definition and Planning

Interpretive Content

- List the primary subject matter areas or information concepts related to this interpretive need.
- Are the primary information concepts simple or complex, concrete or abstract, or mixed?
- Are there multiple perspectives to convey?
- What types of known resources/materials (tangibles) are available for conveying these information concepts (photos, first-hand accounts, historic quotes, maps, artifacts)?



Project Definition and Planning

Interpretive Content

- Brainstorm and list all the intangible meanings which can be linked to the relevant tangible resources. Which meanings seem to be universal concepts?
- What possible themes emerge?
- What possible sub-themes?



Media Development Project Definition Flowchart

Review the project foundation:

- Purpose and need (based on LRIP, emerging resource issues, etc)
- Audience
- Desired outcomes
- Expectations
- Constraints
- Delivery method/medium options

Define specific desired outcome(s):

Orientation, safety, resource protection, subject information, inspiration, motivation, appreciation, provocation, stewardship

Primary objectives are interpretive

Primary objectives are informational

Define interpretive focus:

- Identify all intangible meanings and universal concepts (tangible-intangible links) associated with the subject matter
- Focus in on a central idea/thematic concept and specific connection-based objectives
- Reassess the delivery method/medium choice

Start planning interpretive content and structure:

- Choose the meanings/universal concepts that will provide the broadest access to the central idea and best facilitate the connection-based objectives
- Begin to determine how to best develop and structure opportunities for connection to these meanings (what interpretive methods/techniques and what associations of text, graphics, objects, etc)

Medium and Message

Personal Services

- A “real person” experience
- An adjustable experience
- Linear presentation of concepts

Media Services

- Audience has more control
- Greater opportunity to appeal to different learning styles and attention spans
- Can provide access to unseen time and space
- More complex to develop
- Not easily adjustable